



Redesign Plan

Waterford Durant High School

Waterford School District

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Executive Summary

Introduction

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning.

The purpose of the Executive Summary (ES) is to provide a school with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the school community will have a more complete picture of how the school perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school to reflect on how it provides teaching and learning on a day to day basis.

Description of the School

Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?

Waterford Durant High School serves as a credit recovery option for approximately 220 students each year from the Waterford School District. Currently, our population primarily consists of 5th year seniors, seniors, and juniors. We do have a small number of sophomores on campus as well. Every student who attends Durant was at one time in danger of not graduating from high school therefore we consider all of our students to be "at-risk". Students who come to Durant are generally significantly behind in credit so we place our focus on graduating students within a four or five year window. The staff at Durant has been fairly stable over the last few years although the 2014-2015 school year brings several new staff into our building. All of our teachers are highly qualified in their subject areas.

School's Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.

Waterford Durant High School serves as the third high school in Waterford. Our primary mission is to provide a credit recovery option for students who have fallen significantly behind in credits or who prefer a smaller high school setting. At Durant, we promote student success through smaller class sizes and an individualized approach to teaching and learning. Teachers identify student strengths and weaknesses and the teaching methods they use are often modified to meet individual learning needs. Our teachers provide a supportive and positive environment through one on one instruction and frequent reinforcement. In addition to academic learning, we strive to instill in students a positive attitude and the interpersonal skills needed to become productive students. The curriculum offered at Durant is identical to the curriculum offered at both Kettering and Mott High Schools. While some elective course offerings are unique to Durant, the core graduation requirements of both the State of Michigan and the Waterford School District are identical at all three Waterford High Schools. Durant High School students who fulfill the Waterford School District graduation requirements earn a Durant High School diploma.

Features of Durant High School include:

- Four ten-week terms in each school year. Credit is awarded at the end of each term.
- Students register for five classes each term. Each class meets every day at the same time. Students may earn up to 2.25 credits per term.
- Students can earn 9 credits per year and additional opportunities do exist for students to earn additional credits through online offerings, community service and work experience.
- Weekly Seminars on Friday afternoons which provide students the opportunity to get additional help from teachers, to complete missing work, and to make up tests and quizzes.
- Technical education and career preparation at the Oakland Schools Technical Campus.
- Bus transportation to and from school.

At Durant, we:

- Emphasize dignity and respect for all persons
- Encourage students to do their best
- Specialize in meeting individual student learning and credit recovery needs
- Extend privileges based on student success.

Notable Achievements and Areas of Improvement

Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.

We have seen significant growth in the percentage of students successfully passing all of their classes each term. With credit recovery our goal, our students know they cannot afford to fail any additional classes if they want to graduate on time or within one extra year. Over the past year, we have implemented additional supports and monitoring to insure that all of our students are passing all of their classes. By the end of the 2013-2014 school year, nearly 60% of our students had passed all of their classes during the 4th term. This is a significant achievement when you consider that all of our students first came to us regularly failing one or more classes each semester.

We did see our graduation rate increase to 42% in 2013 (5% growth), but this is still below the expected improvement target of 47%. With only 200 students in our building, we do believe we can hit our target with more directed efforts in the next two years.

Attendance remains a concern in our building. With our classes on an accelerated pace, daily attendance is critical to student success. Increased communication with parents and a mentoring approach with students who have an attendance problem has shown improvement.

Additional Information

Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.

No additional information at this time.

Priority School Assurances

Introduction

All priority schools are required to certify yes/no to each of the following assurances and upload a copy of the required documentation in ASSIST.

Priority School Assurances

Label	Assurance	Response	Comment	Attachment
Teacher Evaluation Tool	Our district has implemented an evaluation tool, that includes a significant connection to student growth, to assess the effectiveness of teachers.	Yes	The evaluation tool being implemented by the District is based on the Danielson Framework. Teachers are rated in the areas of Planning and Preparation, Classroom Environment, Instruction and Professional Responsibilities. We have added a 5th Domain addressing student growth. Classroom data cycles use NWEA to determine needs and implement high yield strategies which are assessed with common assessments. These data cycles are assessed and uploaded into the evaluation tool.	Tenured Teacher Eval Probationary Teacher Eval

Label	Assurance	Response	Comment	Attachment
Administrator evaluation tool	Our district has implemented an evaluation tool, that includes a significant connection to student growth, to assess the effectiveness of leaders.	Yes	The evaluation tool being implemented by the District is based on School Advance. NWEA MAP testing data is used to identify areas of challenge for individual students. Administrators oversee data teams for growth as well as School Improvement Plans which play a major role in the student growth measure.	Admin Eval

Operational Flexibility Assurance

Introduction

To ensure that all priority schools are in compliance with the required Michigan Department of Education Assurances it is required that acknowledgement and submission of certain documentation be completed.

Assurance of Operational Flexibility

All identified Michigan priority schools must complete and submit the following operational flexibility assurances as part of their Redesign Plan no later January 30, 2014.

Label	Assurance	Response	Comment	Attachment
	Our school assures the Michigan Department of Education that under our current collective bargaining agreements, board policies, and operating procedures that the school building has the authority and autonomy to implement all redesign plan requirements as written. This assurance requires that schools upload either an Executed Addendum or a Memorandum of Understanding as evidence on the following screen.	Yes		Executed Addendum

Label	Assurance	Response	Comment	Attachment
	<p>Our school has an executed addendum to the districts applicable collective bargaining agreements which includes all the following elements required by Section 8 of the MCL 380.1280c:</p> <p>Section (8) An addendum to a collective bargaining agreement under this section shall provide for any of the following that are necessary for the applicable school intervention model to be implemented at ____ School.</p> <p>(a) That any contractual or other seniority system that would otherwise be applicable shall not apply at ____ School. This subdivision does not allow unilateral changes in pay scales or benefits.</p> <p>(b) That any contractual or other work rules that are impediments to implementing the redesign plan shall not apply at ____ School. This subdivision does not allow unilateral changes in pay scales or benefits.</p>	Yes		Executed Addendum

Label	Assurance	Response	Comment	Attachment
	Our school has a Memorandum of Understanding (MOU) outlining the commitment to hold a negotiated addendum meeting to address requirements of Section 8a of MCL 380.12080c	No	Our District has an Executed Addendum between the association and the District.	

Redesign Plan

Waterford Durant High School

Label	Assurance	Response	Comment	Attachment
	Our Local Educational Agency (LEA) will comply with all applicable requirements, policies and conditions for implementing the Reform/Redesign Plan. The LEA understands that if it fails to develop an approvable plan, or does not make satisfactory progress on the plan implementation and/or student achievement, the Michigan Department of Education/State School Redesign Officer may issue an order placing the school under the control of the State School Reform/Redesign School District (SSRRD). If the school is placed under the control of the SSRRD, under Section 6 of the MCL 380.1280c, the SSRRD will impose for the school one of four intervention models and impose an addendum to applicable collective bargaining agreements in effect for the school as necessary to implement the school intervention model as required by Section 8 of the MCL 380.1280c.	Yes		Signature Page

Transformation Redesign Diagnostic

Introduction

The Transformation Model addresses four specific areas: 1) developing teacher and school leader effectiveness; 2) implementing comprehensive instructional reform strategies; 3) extending learning and teacher planning time and creating community-oriented schools; and 4) providing operating flexibility and sustained support. Overall, you will write a reform/redesign plan to address eleven separate requirements. The reform/redesign plan should be developed for implementation through the 2015-16 school year.

PART A: REFORM TEAM PERSONNEL

Please list the individuals involved in the development of this reform/redesign plan. Use a separate line to list each individual, and include name, title or role, and email contact information.

Craig Blomquist, Principal: blomqc01@wsdmi.org

Lisa McFee, Assistant Superintendent of Teaching and Learning Services: mcfeel01@wsdmi.org

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Carly Stone, Director, Curriculum, Instruction & Assessment: stonec01@wsdmi.org

Megan Kortlandt, Language Arts Consultant: myersm01@wsdmi.org

Elizabeth Kutche, Technology and NWEA consultant, kutche01@wsdmi.org

Lindsay Cawthray, Teacher: cawthl01@wsdmi.org

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Ryan Negoshian, Teacher: negosr01@wsdmi.org

Lisa Parr-Smith, Social Worker: parr-l01@wsdmi.org

PART B: TEACHING AND LEARNING PRIORITIES

State two or three “big ideas” for your reform/redesign plan that are intended to change teaching and learning in ways that promote student growth in your school.

Students who come to Durant are significantly off-track for graduation. We have operated for the last several years as a credit recovery option for at-risk students. Our focus has been on meeting State graduation requirements. We have not fully addressed the significant learning gaps that our students experience. While we will continue to provide a credit recovery opportunity for students, we will revise core instruction to include a greater emphasis on closing the learning gap in order to increase achievement on state proficiency targets.

Specifically, we will use current data to identify students' instructional gaps and develop plans to address them in reading, writing, and math. We will then use this learning to better scaffold instruction in all core academic areas including social studies and science in order to get students college and career ready.

Additionally, we will restructure our daily and weekly time with students. We will ensure that the structure in our day maximizes the time spent on quality instruction, designed to correct the deficiencies that exist in order to move onto new learning.

As a credit recovery option, our staff has always been focused on the social and emotional needs of students. As we move forward with the transformation plan, our focus will shift toward making academic proficiency our priority.

By focusing on closing student proficiency gaps and academic success, we expect to see an increase in attendance, student engagement, and endurance on state and national testing.

State what data were used to identify these ideas

Data from the ACT/MME has shown that while our graduation rate has slowly but steadily increased, student performance on State testing has not improved. This is essentially across the board. This indicates that while students are making it to graduation, they are not showing proficiency in college and career readiness skills.

Recently implemented NWEA data indicates that students have significant learning gaps which need to be addressed in order for them to meet those College and Career Readiness benchmarks. The data has been analyzed to determine more specific needs of students. For example, the current reading lab model is based on helping students with reading deficiencies and yet prior to now, we really did not have information on what those deficiencies were. NWEA has shown us that for some students, they simply need strategies to help them access higher level texts, yet they are indeed capable of reading and comprehending text with scaffolded support. On the other hand, some students were found to have deficiencies so dire that they need instruction in the actual act of reading, which will need to send us to a different set of strategies and instructional methods for those students. For those students, we are implementing the QRI in order to get very specific instructional data regarding their needs

In math, the same holds true. As we delve into NWEA data, we are finding that some students have holes or gaps in their foundational instruction which are causing them to constantly struggle with new materials yet could easily be addressed. For others, they are secure in

the basic foundational skills, yet lack the abstract skills which though more difficult to teach, can certainly be addressed.

In a very specific way, 11th grade students have recently completed the practice ACT assessment. Once the results are available, we will use that data to target students in need of intervention with their readiness skills who may not have shown as having deficiencies in our more targeted data analysis of NWEA.

PART C: DEVELOP/INCREASE SCHOOL LEADERSHIP AND TEACHER EFFECTIVENESS

Requirement #1: Replace the Principal and increase leadership capacity at the school.

Indicator 1A: In your response, describe how the district has taken on of the following actions: (a) a new principal has been hired that meets all five turnaround competencies, (b) the current principal meets all five turnaround competencies, and (c) a principal with turnaround competencies will be hired before the end of the planning year. *Note: (a) and (c) are the only options if you plan to apply for a School Improvement Grant.

Indicator 1B: Describe how the district will increase leadership capacity. Ensure that this plan addresses at least one of the big ideas around which this plan is developed.

1A: The Principal at Durant was new to the school at the start of the 2013-14 school year. He was chosen for this position because of his ability to engage staff and help them to be reflective of what needs change. Since the designation of Priority School was based on cohort data of multiple years including his first year, he had only been principal of the building for seven months when the students tested. It is the intention of the District to leave Mr. Blomquist in place as he has demonstrated that he meets all of the five competencies of an effective principal. He was chosen for this role because he truly believes that students in the Durant setting can and must be successful academically in order to overcome the challenges they face. He believes in the students at Durant and he has already helped them to believe that they have the ability to successfully complete high school and be college and career ready.

1. The Principal is able to focus on early wins and big payoffs. Immediately upon his arrival at Durant last year, Mr. Blomquist identified that school initiatives were focused on emotional needs as opposed to academic needs. He quickly began a program to reward students for academic achievement. He created an honor roll which includes recognition for traditional achievements such as grade point, as well as the passing of all classes for students struggling to reach the graduation milestone. Individual meetings with students provide them the opportunity to track their own progress and prove to themselves that they are able to be successful. As a result, students have become more engaged in monitoring their own academic progress toward graduation and graduation rates improved this year.

2. The Principal breaks organizational norms. Mr. Blomquist is not afraid to question long held traditions at Durant and advocate for the needs of his students. Historically, Durant High School has been viewed as a place for students who are disengaged because they refuse to follow high school norms. When Mr. Blomquist arrived at the school last year, he began a concerted effort to change that view. Understanding that for these students to be successful, they truly need something different from the comprehensive high school model which includes smaller environments, chunking the core content for smaller successes, and support systems when the work becomes difficult or overwhelming. He worked diligently to change the viewpoint of both the students and the community regarding Durant. He continues to work to build a culture where students are successful and therefore become engaged learners, taking pride in their academic accomplishments and recognizing that they are capable of learning. An example of this is the first term graduation ceremony which occurred this past week. Durant set a record for having the most first term graduates in the history of the school.

3. The Principal acts quickly in a fast cycle. The Principal has already taken action to address student achievement. He began to lay the foundation for this last year when he took over and continued his rigorous work toward this goal- to help students to be successful academically so that they see themselves as learners. Prior to the Priority School designation, the principal had already begun the work of addressing academic achievement at Durant. With the implementation of formative assessments, he began to review current practices and question alternatives which are now part of the transformation plan- things such as Friday seminar time which had been a long held tradition at Durant.

4. The Principal collects and analyzes data. At the end of last year, with the implementation of NWEA in our district, Mr. Blomquist had a great deal more pertinent and appropriate data which he could use to improve instruction at Durant. He has been working with his team to disaggregate that, along with the first cycle data from this year. Not only has he used the data to keenly make observations about student gaps, but he has been able to use it effectively as we worked on this redesign plan. Prior to the implementation of NWEA, he had already demonstrated this skill by using perception, attendance, graduation and MME/ACT data to address those issues through his graduation initiative and his work on creating a more academic environment at Durant as cited earlier.

5. The Principal is able to galvanize staff around big ideas. More importantly than simply analyzing data as noted above, Mr. Blomquist is able to lead his staff in such a way as to have them work to identify areas of need and areas of success by analyzing data and using research to develop initiatives to address those needs. None of this is done by him in isolation. Each member of his staff has been an integral member of analyzing data and developing this plan. When staff first learned of the Priority School designation, they were very disheartened. Mr. Blomquist was able to quickly turn their perception around to see this as an opportunity for Durant to shine. By the end of that initial meeting, the staff was brainstorming who would take which role in the development and implementation of the plan, how they could enlist students, and the collective mindset with which they would positively move forward through this process. Mr. Blomquist has rallied the staff around the need for change and the importance of self-reflection and quality core instruction. Durant now has a clear focus on academic achievement.

The Waterford School District believes strongly that Mr. Blomquist is the best suited person to continue the work he began one year ago. As a District, we will continue to support the efforts of he and the entire Durant staff as they move through this transformation process.

Requirement #2: Use rigorous, transparent, and equitable evaluation systems for teachers and principals.

Indicator 2A: In your response, detail the collaborative process used to create a teacher evaluation plan and explain how the evaluation includes student growth as a significant factor (by 2015-16, at least 50% of teachers' evaluations must be based on student growth). Attach the teacher evaluation and Administrator Evaluation.

Indicator 2B: In your response, detail the collaborative process used to create a leader evaluation plan and explain how the evaluation includes student growth as a significant factor (by 2015-16, at least 50% of leaders' evaluations must be based on student growth). Attach the teacher evaluation and administrator evaluation.

Our teacher evaluation system was developed by a collaborative team with representatives from the various stakeholder groups. We use the Danielson Framework to assess the four domains of Planning and Preparation, Classroom Environment, Instruction and Professional Responsibilities. The student growth piece follows the State requirements for the 14-15 school year and is considered our 5th domain. The student growth piece is comprised of classroom data established through data cycles, in which teachers participate during Professional learning Community time. Teachers identify a needed skill or concept based on a common assessment, assess students' understanding of it, apply research based strategies to address the gap and re-assess to determine growth. Multiple data cycles are completed throughout each marking period. Teachers upload their data cycle results, and any other evidence regarding their performance, into our electronic evaluation system, and growth measured through data cycles. By the 2015-16 school year, student growth will comprise 50% of a teacher's overall evaluation.

All teachers use the same evaluation system with the exception of teachers who are on probationary status or those who have been placed on an assistance plan. Those teachers work through the Danielson rubric with the students growth piece added as well. In addition however, they are required to develop, collaboratively with their administrator, a growth plan which includes specific goals. These goals are determined through data collection and are specific to individual teachers, especially in the case of teachers who have been placed on an

assistance plan.

The administrator evaluation process was again developed in collaboration with representatives from building level and central office administrators. The School Advance rubric is used to evaluate principal performance. By the 2015-16 school year, student growth will comprise 50% of the overall evaluation for administrators. Student growth is comprised of both growth based on school data cycles as well as achievement of school improvement goals. Central office administration meets individually with administrators at least three times per year to set goals and gauge progress toward those goals. Building principals upload evidence of progress to our electronic system to document their professional learning and growth.

Requirement #3: Identify and reward school leaders, teachers, and other staff members who have increased student achievement. Additionally, the school will remove leaders and staff members who have been given multiple opportunities to improve professional practice and have not increased student achievement.

Indicator 3A: In your response, identify the strategies that will be used to identify and reward school leaders, teachers, and other staff members who have increased student achievement. This process must reward educators for positively contributing to increased student achievement and for implementing the instruction program with fidelity (outlined in requirement #6).

Indicator 3B: In your response, describe how the school will remove leaders and staff members who have been given multiple opportunities to improve professional practice and have not increased student achievement outcomes, and who have not met criteria based on the teacher evaluation system.

We reward teachers in many ways at Durant and other schools. Teachers are rewarded with public recognition. At each of four graduation ceremonies throughout the year, graduates are given the opportunity to recognize teachers from Durant who have had the greatest impact on their success. We also hold Instructional Labs at Durant, whereby we bring teachers from across the District to observe and learn from a strong teacher. Additionally, our Foundation for Public Education holds an annual award for a teacher of the year. Teachers can be nominated by students, parents, colleagues or administrators.

We are planning to implement two additional initiatives beginning this year. The first is that we will identify a teacher or administrator each month who has exemplified the essence of the transformation plan and inspired strong student achievement. That teacher will be given a year's pass to our state of the art pool and fitness facilities. Second, teachers or administrators who are recognized more than once in each year will be given a pass to participate in the Community Education course of their choosing. In order to be considered for these two rewards, staff members will be evaluated on the following criteria which support both student achievement and our instructional program: participation in our student mentoring program, observing a minimum of two class periods per semester within the building, participation and/or leadership in weekly PLC meetings, taking a leadership role on our School Improvement Team, participation in at least one district-led teacher lab per semester, and the daily use of research based instructional strategies including learning targets, RAISE, AARI, and SIOP. Additionally, staff members who take a leadership role in the implementation and testing of student proficiency three times per year through NWEA MAPS testing will receive additional consideration for these rewards. NWEA scores that reflect the projected growth based on NWEA data in terms of RIT score will lead to a reward for the teachers. NWEA reports what score students should achieve. Once we know how the new state assessment will be scored, that will become a significant factor in teacher rewards.

When a teacher is found to be performing in a less than acceptable manner, the first step for any administrator is to bring their name forward to a teacher concern meeting. This is a process by which administrators come together once per month to share concerns regarding staff, problem solve with colleagues and develop some strategies to help the teacher improve. These strategies include, assigning an instructional coach to the teacher, having a fellow administrator observe and make suggestions, developing specific goals to help the teacher improve and in some cases, an exit plan. Once a teacher's name is brought to the concerns meeting, it is followed up on each month to determine what

progress is being made and will remain on the list for one year at minimum, but ultimately until all concerns have been adequately resolved and their individual development plan goals have been reached and maintained, or until they have been exited from the organization. The process is as follows.

1. Principal has concerns.
2. Principal brings name to concerns meeting.
3. Principal issues a notice of concerns to teacher.
4. Teachers works to improve using strategies listed above.
5. If no improvement, teacher is placed on an individual development plan with specific goals.
6. Teacher remains part of discussion at teacher concerns meeting.
7. Ultimately, teacher is released or evaluation reflect ineffective rating.

For an administrator performing in a less than acceptable manner, the process begins with a meeting regarding the concerns, followed by a summary of the conversation with key behaviors addressed. If concerns remain, the administrator is placed on a plan of assistance during which time, regular meetings occur to gauge progress. Failure to meet the goals set forth will result in termination of employment.

Requirement #4: Provide staff with ongoing, high quality, job-embedded professional development aligned with the school's comprehensive instructional program. This should be designed with school staff to ensure that staff can facilitate effective teaching and learning and have the capacity to successfully implement the school reform strategies.

Indicator 4A: In your response, describe the school's plan for professional development. The plan must: (a) reflect the "Big Ideas" (see Part B), (b) offer repeated opportunities with a common focus, (c) be high quality, (d) be job-embedded (e.g. integrated into the work day), (e) align to the instructional program described in requirement #6, and (f) include a process for monitoring the impact of PD on instructional practices.

Our redesign plan includes all current elements of our overall district teaching and learning strategies including an emphasis on utilizing NWEA testing to identify proficiency gaps for all students and using data teams and the PLC process to develop Learning Targets for both individuals and all classrooms.

These learning targets will all support our overall school improvement goals:

- All students at Durant High School will become proficient writers.
- All students at Durant High School will become college-ready in math.
- All students at Durant High School will become college-ready in reading.

Current district-led professional development activities fully support both professional learning communities, data teams and the use of learning targets in all classrooms. Teachers from Durant have already been involved in two full professional learning days which rolled out the focus on learning targets and discourse in the classroom as well as the use of technology to increase student engagement across the content areas. A third session is scheduled for January and professional development occurs consistently each Thursday during early release. As a staff, we will also be seeking additional professional development on teaching strategies that are most effective in addressing specific student proficiency gaps in reading, writing, and math.

To further support our instructional program, we will be pursuing professional development in the Oakland Schools Adolescent Accelerated Reading Initiative (AARI). AARI is an accelerated expository reading initiative focused on academic literacy and designed to bring students in grades 3-12 to grade level quickly. AARI benefits students who are below grade level in Reading Comprehension, at risk students, English

Language Learners and Special Education students. Currently AARI classrooms exist at both Kettering and Mott High Schools and have demonstrated success. We wish to implement this initiative at Durant to supplement our current reading and instructional strategy, Reading Apprenticeship Improving Secondary Education (RAISE).

We will also be implementing the Sheltered Instruction Observation Protocol (SIOP) Model to help meet the instructional needs of our students who have the lowest proficiency levels. The SIOP Model is a research-based and validated model of sheltered instruction that has been widely and successfully used across the U.S. for over 15 years. Professional development in the SIOP Model helps teachers plan and deliver lessons that allow English learners to acquire academic knowledge as they develop English language proficiency. This model has proven to be successful with all struggling learners, not just English Language learners. We will be training at least one staff member initially in this model with the intent of all staff having an awareness of the protocol.

Additionally, all Durant staff will be participating in job-embedded professional learning through our district-offered teacher labs. This unique and powerful professional learning opportunity is designed for high school teachers interested in learning, through protocol-driven observation and discourse of authentic teaching, research-based instructional strategies aligned with the Danielson Frameworks. The lab model of collaborative professional learning has been shown to powerfully enhance all participants' core classroom instruction. Teachers will participate in a three series learning lab experience with other teachers during full release each day. The specific focus of inquiry for the lab will depend on the designation of a host teacher. The same teachers will participate in all three lab sessions. We intend on having all staff participate in labs this year and throughout our four-year cohort. Additionally, Durant teachers will be participating in regular visits to each other's classrooms to observe and comment on instructional strategies.

Walkthroughs in the classrooms allow both district-level and building level administrators to observe the implementation and effectiveness of the learning target initiative. Teacher feedback has been gathered regarding how they feel about their understanding of and ability to implement learning targets as part of a broader formative assessment initiative, which included effective feedback to students. Data on these initiatives is both provided to staff and used to adjust future professional learning opportunities for staff along the learning trajectory toward full implementation.

Requirement #5: Implement strategies to recruit and retain staff with skills necessary to meet the needs of students in a transformational school. These can include strategies such as financial incentives, increased opportunities for promotion and career growth and more flexible work conditions.

Indicator 5A: In your response, identify the strategies the district will use to recruit teachers to this school based on student needs and assign teachers to this school based on student needs.

Indicator 5B: In your response, identify the strategies the district will use to retain teachers at this school.

The District has consistently recruited high quality teachers to Durant. Approximately two years ago, we recognized a need for improvement in math instruction. We recruited one of the highest performing math teachers from one of our comprehensive high schools to come to Durant to help develop a math program to meet student needs. The Chemistry teacher at Durant is recognized as one of the most engaging and solid instructors. What we recognize as a District however, is that this is a much more systemic issue than it is a Durant issue. Students do not come to Durant as 9th graders. Instead, most often they arrive as juniors and seniors who have not been engaged in school for a very long time. Our challenge then is to recruit the highest quality teachers across the board, to ensure that students receive the highest quality instruction possible before they arrive at Durant as well as after. In order to recruit high quality educators, we use the most highly recognized organizations to advertise openings such as MASA, MASSP and the Oakland County Consortium. We have a partnership with Michigan State University to allow us to receive a large number of student teachers who we can observe and potentially hire for any openings. This

past Spring, we closed a number of schools and experienced the need to lay off teachers, which was done solely based on performance, allowing us to keep our highest quality teachers.

Retention is not an issue at Durant for many reasons: smaller class size, the culture of the building and the pride in helping a student who would otherwise not have graduated to do so. Teachers have commented on many occasions that they are proud of the fact that they offer students who are dealing with horrendous issues in their personal lives, a place where they can put that aside for a while and focus on what will help their lives to improve.

We will continue to retain teachers who are successful by:

- keeping class sizes low
- continuing to use the knowledge of Durant teachers to help other teacher engage their students
- maintaining a schedule which builds time for support into the school day as well as provides after school and summer opportunities

for those who need them

Additionally, four times per year, there is a graduation ceremony for Durant. At those ceremonies, students are given the opportunity to thank teachers from Durant who have helped them to achieve their academic success. This is a public recognition, given by the students and greatly appreciated by the teachers.

PART D: COMPREHENSIVE INSTRUCTIONAL REFORM STRATEGIES

Requirement #6: Use data to identify and implement an instructional program(s) that is based on research and aligned from one grade to the next, as well as with state academic standards.

Indicator 6A: In your response, detail the process the school used to select an instructional program. The process must address how the school used a diagnostic process that (a) used multiple data sources to understand priority designation, (b) links the instructional program to disaggregated data by subject, grade level, and subgroups, (c) identified and prioritized underlying causes of low student performance, (d) describe a three-year sequence for improving instruction in all content areas related to priority school designation.

Indicator 6B: In your response, describe your instructional program. The school's instructional program must: (a) reflect the "Big Ideas", (b) include specific teaching and learning strategies (Tier I) for school-wide implementation, (c) align with career & college ready standards, (d) be based on research, relevant data, and outcomes of data dialogue (if applicable), (e) provide an overview of the implementation timeline, resources, and staff responsible for implementation over three years, and (f) describe a plan to track adult implementation of instructional program

Durant serves as a credit recovery option for students who have fallen behind their graduation cohort group. As such, it is not surprising that many of our students have gaps in their proficiency levels. One of the challenges that faces is our staff is putting into place a remediation and support plan for our students that can help students quickly close these learning gaps. We currently do not have any ninth grade students and very few tenth grade students. Our current tenth grade students only make up 11% of our student body whereas our eleventh grade students make up 28% of our student population with by far our largest group of students our twelfth grade students who make up 61% of our population. Therefore with the most significant portion of our enrollment devoted to eleventh and twelfth grade students, we only have one year or at most two years to help our students close some of their proficiency gaps before graduation. Our instructional program has been adjusted to address significant learning gaps in this short period of enrollment.

Student assessment results from several data sources indicate that many of our students have significant learning gaps in three core areas: reading, writing, and mathematics. In 2014, we assessed 74 eleventh grade students on the MME in reading, writing and mathematics. Gender results indicated that 19% of males were proficient in reading, while 23% of females were proficient. In writing, 9% of males were proficient with 10% of females reaching proficiency. In mathematics, 0% of males and females were proficient. With so few testers, the only subgroup that reached 30 students was economically disadvantaged students. In this subgroup of eleventh grade students, 22% demonstrated proficiency in reading, 8% demonstrated proficiency in writing, and 0% demonstrated proficiency in mathematics. In 2014, we assessed 22 twelfth grade students as well. We examined our economically disadvantaged students again and our results indicated that 21% were proficient in reading, 5% were proficient in writing, and 0% were proficient in mathematics. After examining this data and our results from other assessments, it was clear to us that our redesign plan must include significant elements of remediation for students in order for them to close these proficiency gaps. We are moving forward with our redesign plan based on the premise that all of our students are at risk and are in need of targeted academic support. All elements of our redesigned instructional plan address both individual learning gaps (as identified through NWEA results) as well as overall areas of need for all students.

Additional results from the 2013 MME indicated that only 23% of our students were proficient in reading, only 9% were proficient in writing, and only 2% were proficient in mathematics.

Results from our most recent NWEA MAPS testing indicated that our 10th and 11th graders demonstrate significant gaps in reading ability.

Some students have reading scores indicating that they need foundational skills in order to learn to read, whereas some students

demonstrate a need for skills and strategies that can help them access higher level text as opposed to learning to read. Still others showed a low proficiency in reading but are able to maintain classwork and read at a level appropriate to their age with supports. Therefore, our plan includes strategies for different levels of reading ability from AARI to RAISE to computer adapted instruction.

In math, 93% of the students scored below to significantly below average. Operations and Algebraic Thinking along with Statistics and Probability were the two lowest areas for Durant students though there was no strand that was at or above appropriate levels. This indicates that students lack foundational skills as well as conceptual knowledge. In order to differentiate fully for individual students, the plan includes the connection of NWEA with Compass online learning in order to develop individualized learning plans for each student.

We can demonstrate growth in both our four- and five-year graduation rate however. Our 2012 cohort four-year graduation rate was 36% and the five-year rate was 52%. Our 2013 cohort four-year graduation rate was 42% and the five-year rate was 59%. We are proud of our efforts to help students recover their lost credits and to move toward graduation. We will continue with our current school improvement plans and goals in this area. We realize now that we need to place a greater emphasis on closing the proficiency gaps for all of our students.

Goal #1: All students at Durant High School will become proficient writers.

Measurable Objective: 40% of all students will demonstrate a proficiency in effective use of language by 6/30/16 as measured by MME and NWEA writing assessments.

Strategy 1: All teachers will instruct students in the use of WSD pre-write organizers and require the completion of them prior to the students beginning any assignment requiring students to write one or more paragraphs.

Research cited: Gillespie and Graham, 2010 "Evidence-based practices for teaching writing."

Activity-RAISE/Everybody Writes: Teachers will implement the RAISE strategy, "Everybody Writes". This strategy incorporates discussion, questioning, and feedback to improve student brainstorming in preparation for the pre-write organizer. This is a direct instruction activity type. This activity was implemented in September of 2014 and we will be continuing with this activity throughout the next four years. No funding is required and all teachers will be responsible for implementing this activity.

Activity-Use of Graphic Organizers: Teachers will train students in the use of a variety of graphic organizers. Students will use these organizers prior to beginning any writing assignment requiring students to write more than three paragraphs. This is a direct instruction activity type. This activity was implemented in September 2014 and we will be continuing with this activity throughout the next four years. No funding is required and all teachers will be responsible for implementing this activity.

Strategy 2: All teachers will implement the WSD Writing Initiative in their classrooms. Teachers will model a step by step process to teach topic sentences, paragraphing & organizing and summarizing.

Research cited: Doug Reeves, 90-90-90 Case Study (2003); Carnegie Corporation, Writing Next (2007); Carnegie Corporation, Writing to Read (2010).

Activity-Modeling persuasive essay writing: Teachers will use writing samples to model how the rubric can be used to improve persuasive writing skills. This is a direct instruction activity type. This activity was implemented in September 2014 and we will be continuing with this activity throughout the next four years. No funding is required and all teachers will be responsible for implementing this activity.

Activity-Self-Assessing for Revision: Teachers will instruct students in the use of the WSD persuasive essay rubric to self-assess persuasive essay drafts prior to revisions. This is a direct instruction activity type. This activity was implemented in September 2014 and we will be continuing with this activity throughout the next four years. No funding is required and all teachers will be responsible for implementing this activity.

Activity- RAISE writing strategies: Teachers will incorporate more directed summarization of a variety of texts. This corresponds to our increased time on non-fiction reading tasks. This is a direct instruction activity type. This activity was implemented in September 2014 and we will be continuing with this activity throughout the next four years. No funding is required and all teachers will be responsible for implementing this activity.

Strategy 3: Teachers will use learning targets daily in all classrooms.

Research cited: Connie Moss, Susan Brookhart "Learning Targets: Helping Students Aim for Understanding in Today's Lesson" (2012)

Activity-Learning targets: All teachers will frequently incorporate writing elements into their daily learning targets. These learning targets will be focused on both mastering the content benchmarks as well as helping students close proficiency gaps in writing. All learning targets will include assessment criteria and a performance of understanding. This is a direct instruction activity type. This activity was implemented in September 2014 and we will be continuing with this activity throughout the next four years. All teachers will be responsible to implement this activity. Funding for Learning Target Theory of Action implementation was from Title II and general fund.

Goal #2: All students at Durant High School will become proficient in math.

Measurable Objective(s): 25% of all students will demonstrate a proficiency level of 1 or 2 by 6/30/16 as measured by the MME math assessment. 25% of all students will demonstrate their proficiency by improving their lexile range by at least one level by 6/30/16 as measured by NWEA MAPS assessments.

Strategy 1: All students will be placed into math labs as part of their daily schedule.

Research cited: National Mathematics Advisory Panel, "Foundations for Success" (2008); Response To Intervention model.

Activity-Math Labs: Results from MAPS testing will be used to assign all students to math labs. Priority will be given to those students who demonstrate the greatest proficiency gaps in math. These results will then be used to create individual learning paths for each student. Each learning path will specifically target math proficiency gaps that each student has demonstrated. Students will use the Compass online learning program, under the direct supervision of math teachers, to complete learning activities designed to increase their proficiency in their specific deficit areas. Certified math teachers will be on hand to provide one on one instruction as needed by students. This is a getting ready activity type. While some students are currently enrolled in math lab classes, it is our intent that by September 2015 all students will be placed in a math lab as part of their daily schedule. Funding for this math program will come from 31a funds. The Durant CORE team and math department will be responsible for assigning math labs based on student proficiency levels.

Strategy 2: Teachers will use learning targets daily in all classrooms.

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Research cited: Connie Moss, Susan Brookhart "Learning Targets: Helping Students Aim for Understanding in Today's Lesson" (2012)

Activity-Learning Targets: All math teachers will share learning targets with their students daily. These learning targets will be focused on both mastering the content benchmarks as well as helping students close proficiency gaps. All learning targets will include assessment criteria and a performance of understanding. This is a direct instruction activity type. This activity was implemented in September 2014 and we will be continuing with this activity throughout the next four years. All teachers will be responsible to implement this activity. Funding for Learning Target Theory of Action implementation was from Title II and general fund.

Goal #3: All students will become proficient in reading.

Measurable Objective(s): 50% of all students will demonstrate a proficiency level of 1 or 2 by 6/30/16 as measured by the MME reading assessment. 50% of all students will demonstrate their proficiency by improving their lexile range by at least one level by 6/30/16 as measured by NWEA MAPS assessments.

Strategy 1: All teachers will continue to implement RAISE strategies as a part of their daily instruction.

Research cited: Ruth Schoenbach, Cynthia Greenleaf, Lynn Murphy "Reading for Understanding: How Reading Apprenticeship Improves Disciplinary Learning in Secondary and College Classrooms" (2012)

Activity-Implementing RAISE strategies: All teachers will implement with fidelity the identified RAISE strategies and administer formative assessments to measure their effectiveness. This is a direct instruction activity type. This activity was implemented in September 2014 and we will be continuing with this activity throughout the next four years. No additional funding is required, as all teachers were recently trained. All teachers will be responsible for implementing this activity.

Activity-RAISE PLC meetings: All teachers will attend one staff meeting per month devoted to learning and practicing RAISE strategies. This is a professional learning type of activity. No additional funding will be required and all teachers will be responsible for participating in these meetings.

Strategy 2: All students will participate in NWEA testing three times per year to assess growth in reading levels. Students significantly below grade level will be assigned to Tier II support programs such as AARI and SIOP as needed.

Strategy 3: All teachers will use learning targets daily in all classrooms.

Research cited: Connie Moss, Susan Brookhart "Learning Targets: Helping Students Aim for Understanding in Today's Lesson" (2012)

Activity-Learning Targets: All teachers will share learning targets with their students daily. These learning targets will be focused on both mastering the content benchmarks as well as helping students close proficiency gaps in reading. All learning targets will include assessment criteria and a performance of understanding. This is a direct instruction activity type. This activity was implemented in September 2014 and we will be continuing with this activity throughout the next four years. All teachers will be responsible to implement this activity. Funding for Learning Target Theory of Action implementation was from Title II and general fund.

Narrative:

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In addition to the above listed strategies and objectives, we will be increasing the time spent on needed remediation through two significant changes to our daily and weekly schedule. Currently, our students take 5 classes per day. First, Second, Fourth and Fifth periods meet daily for a ten week term. Third period also meets daily but lasts for 20 weeks (two terms). Traditionally, Third Period has been devoted primarily to elective opportunities. We will be transforming that daily time into a remediation period effective September 2015. Based on highest prioritized need, students will be placed into support classes such as math lab, AARI classrooms and/or a SIOP classroom. It is our intent to also provide enrichment activities for students who do meet expected proficiency levels.

We will also be making a significant change to our weekly seminar period. Currently, every Friday afternoon is our Seminar period. During this two-hour block of time, students can meet individually with teachers for additional assistance or they can use that time to complete missing work or assessments. Students who maintain a C or higher grade in all classes and have no missing work can elect not to participate in these seminar periods. This is determined on a week to week basis. While Seminar has been a highly effective tool in helping students complete missing work, pass more classes and therefore increase our graduation rate, we have been unable to make a significant connection between our Seminar and increased proficiency on state and local assessments. Starting in September 2015, our Seminar period will look as follows:

Week 1-2 will be a regular Seminar period. Students will use the entire block of time to focus on their current or past progress from specific classes.

Week 3-8 will be a two-part Seminar period. All students will participate in one hour of skill building activities devoted to increasing proficiency in math, reading, and writing. Students will be assigned to these remediation activities based on greatest need and grouped according to their proficiency levels. The second hour of these Seminar periods will be focused on completing missing work and working one on one with individual teachers.

Week 9-10 will be a regular Seminar period. Students will use the entire block of time to focus on completing missing work and working one on one with individual teachers on achieving content benchmarks.

The following is our four year sequence plan:

Year 1 (2014-2015)

Implement the use of learning targets (district-wide rollout) in September 2014.

Continue with NWEA Measures of Academic Progress testing that began in winter 2014. Testing cycles in September, January, and April/May.

Implement Compass remediation program in mathematics in all math labs starting in January 2015.

Begin professional learning in AARI and SIOP in February 2015.

Continue weekly use of professional learning community time each Thursday.

Begin monthly RAISE PLC meetings in October 2014.

Assign all teachers to teacher labs throughout the district as offered by staff development and the learning coaches.

Begin planning changes to the weekly seminar period for September 2015.

Year 2 (2015-2016)

Continue to monitor the use of learning targets in all classrooms.

Continue with NWEA Measures of Academic Progress testing. Testing cycles in September, January, and April/May. Students will be assigned to support classes based on their highest need as indicated by NWEA testing results.

Assign all students to a daily support class in either math (Math Lab/Compass), reading (AARI or SIOP), or writing. Some students will need a combination of support classes.

Implement new Seminar period on Fridays with one hour devoted on proficiency skill building each Friday during weeks 3-8 each term.

Continue weekly use of professional learning community time each Thursday.

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Continue monthly RAISE PLC meetings.

Assign all teachers to teacher labs throughout the district as offered by staff development and the learning coaches.

Implement new classroom visits by Durant teachers into their fellow Durant teachers' classrooms.

Year 3 (2016-2017)

Continue to monitor the use of learning targets in all classrooms.

Continue with NWEA Measures of Academic Progress testing. Testing cycles in September, January, and April/May. Students will be assigned to support classes based on their highest need as indicated by NWEA testing results.

Assign all students to a daily support class in either math (Math Lab/Compass), reading (AARI or SIOP), or writing. Some students will need a combination of support classes.

Continue to monitor our new Seminar period on Fridays with one hour devoted on proficiency skill building each Friday during weeks 3-8 each term.

Continue weekly use of professional learning community time each Thursday.

Continue monthly RAISE PLC meetings.

Track and assess the effectiveness of teaching strategies implemented as a result of all staff participating in teacher labs throughout the district.

Continue with classroom visits by Durant teachers into their fellow Durant teachers' classrooms.

Year 4 (2017-2018)

Continue to monitor the use of learning targets in all classrooms.

Continue with NWEA Measures of Academic Progress testing. Testing cycles in September, January, and April/May. Students will be assigned to support classes based on their highest need as indicated by NWEA testing results.

Assign all students to a daily support class in either math (Math Lab/Compass), reading (AARI or SIOP), or writing. Some students will need a combination of support classes.

Continue to monitor our Seminar period on Fridays with one hour devoted on proficiency skill building each Friday during weeks 3-8 each term.

Continue weekly use of professional learning community time each Thursday.

Continue monthly RAISE PLC meetings.

Track and assess the effectiveness of teaching strategies implemented as a result of all staff participating in teacher labs throughout the district.

Requirement #7: Promote the continuous use of student data (such as formative, interim, and summative assessment data and student work) to inform and differentiate instruction to meet academic needs of individual students.

Indicator 7A: In your response, describe how the school promotes the continuous use of individual student data (such as; formative, interim, and summative). This plan must: (a) outline expectations for regular and on-going building-wide use of data, (b) describe the structure and process for educators to collaborate to analyze data and plan for Tier II and Tier III instruction, and (c) identifies instructional program outcomes and a plan to assess for impact

The Waterford School District has several expectations for the continuous use of student data to inform and differentiate instruction. Both administrators and teaching staff have been trained in the data teams process and time is set aside weekly (every Thursday) for staff to analyze data in small groups and to make plans for how to improve our instructional strategies. Teams collect and chart data, they analyze that data and prioritize needs, they set SMART goals, select common instructional strategies, establish success criteria and then monitor and evaluate the results based on the Lead and Learn Data Team Process. This process is done weekly in data teams. These data cycles are an important part of our teacher effectiveness criteria.

Teachers are expected to use common formative and summative assessments as created by groups of teachers within the district. These assessments are regularly re-visited and adjusted for the purpose of collecting the most accurate data available and to ensure that our district assessments are helping us identify the learning gaps that individual students may have.

Durant High School actively participates in the data team process, however one of the challenges that we face with data teams involves the size of our staff. With only 15 teachers in the building, most teachers are on their own when it comes to a particular subject. For example, while we do have three teachers that teach Science content, only one of those teachers has a Biology endorsement. This is one of the prime reasons why using NWEA data in our data teams process will be helpful as teachers within a core academic area can now identify and analyze student skill levels even if they don't have that student in a common course.

To monitor the use of data, the building principal engages in consistent walk-throughs and participates in weekly PLC meetings with various data teams. Time will be allocated to bi-weekly staff meetings to develop building-wide goals and to share data results.

As a credit recovery option for students in the district, Durant High School is in many ways a Tier III intervention in and of itself. In addition to the many strategies and activities listed in Requirement # 6, Durant will be implementing two very specific Tier II interventions in September 2015: AARI and SIOP. Using individual assessment results from NWEA testing as well as QRI testing, we will identify students who are significantly below their grade level peers in reading and we will assign these students to one of the following Tier II interventions.

Activity-AARI: As identified by assessment results, students will be assigned to an AARI classroom for 20 weeks. AARI is an accelerated expository reading initiative focused on academic literacy and it is designed to bring students in grades 3-12 to grade level quickly. AARI benefits students who are below grade level in Reading Comprehension, at risk students, English Language Learners, and Special Education students.

Research cited: Oakland Intermediate School District: Adolescent Accelerated Reading Initiative (AARI); Echevarria, J. & Short, D. (2011).

Activity-SIOP: As identified by assessment results, students who are so significantly below grade level in reading as to not benefit from either AARI or RAISE strategies; these students will be assigned to a SIOP classroom for 20 weeks. SIOP has proven to be highly effective not only with English Language Learners, but with all at risk learners.

Research cited: "The SIOP Model: A Professional Development Framework for Comprehensive School-Wide Intervention", Washington, D.C.: Center for Research on the Educational Achievement and Teaching of English Language Learners.

PART E: INCREASED LEARNING TIME AND COMMUNITY ENGAGEMENT

Requirement #8: Establish schedules and strategies that provide increased time for instruction in core academic subjects, enrichment activities, and professional learning for teachers.

Indicator 8A: In your response, describe the district's plan for increasing time for core academic subjects that specifies: (a) whether additional time will happen through a longer day, week, and/or year OR redesigning the use of the current schedule (choose one); (b) a description of how much time has been allocated; (c) a rationale that supports why these changes will lead to increased student achievement.

Indicator 8B: In your response, describe the district's plan for increasing time for enrichment activities that specifies: (a) whether additional time will happen through a longer day, week, and/or year OR redesigning the use of the current schedule (choose one); (b) a description of how much time has been allocated; (c) a rationale that supports why these changes will lead to increased student achievement.

Indicator 8C: In your response, describe the district's plan for increasing time for professional collaboration that specifies: (a) whether additional time will happen through a longer day, week, and/or year OR redesigning the use of the current schedule (choose one); (b) a description of how much time has been allocated; (c) a rationale that supports why these changes will lead to increased student achievement.

One of the key success factors in our growing graduation rate is our emphasis on ten-week terms for issuing credit. Students come to Durant significantly behind in credit with little hope of graduating. By allowing students to recover their credits every ten weeks, students gain confidence that they really can still graduate on time. These opportunities to "bank" credits more quickly has resulted in fewer students permanently withdrawing from the district.

One of the key elements of our redesign plan is the addition of a daily remediation period that all students will access as a part of their daily schedule. Currently, every teacher has a third period class (mostly elective offerings) and every student has a third period. As lunch periods are included in the overall minutes allotted to third period, these classes meet every day for twenty weeks. Starting in September 2015, third period will become a remediation period for all students. Students will be assigned to one of three support classes: math lab, AARI, or SIOP. Our support classes will be focused solely on closing proficiency gaps instead of just credit completion. Our NWEA results give us a clear picture of the individual needs each student has. Each student will have 60 minutes daily to address their individual learning gaps. This is an increase of 300 minutes per week devoted solely to helping students build their skill levels in the three key areas of our improvement plan: reading, writing, and math calculations. By creating individual learning paths focused on remediation daily we expect student achievement will increase. We will monitor individual student growth through their NWEA scores in reading, writing, and mathematics three times per year. The addition of this daily remediation period allows us to increase the time that students can work on their individual learning needs while not taking time away from their core academic subjects.

Additionally, we have redesigned our weekly Seminar period that meets for two hours every Friday to provide increased time for instruction to help students close their proficiency gaps. Students will now participate in targeted instruction during the Seminar period focused on individual student needs. Students will be grouped by proficiency levels and will be given support in our three school goal areas of focus: reading, writing, and math. This targeted instruction will take place once per month. Students who meet proficiency targets will be given opportunities for academic enrichment. Students who need additional targeted instruction will receive this instruction twice per month.

We also intend on offering enrichment activities for students. A minimum of once per month during Friday seminar, students will be given these enrichment opportunities. This equates to at least 60 minutes per month devoted to enrichment. While all students will have these

opportunities, students who demonstrate they are meeting grade level proficiency as indicated by their NWEA assessment scores will have additional opportunities. We are still in the process of creating these activities, but some of our ideas include: college admission and scholarship application writing workshops, independent study projects in math and science related fields, additional time on Compass credit recovery classes, career exploration workshops led by parents and other community members (see Element #9), and tours of post-high school educational programs including community colleges, trade schools, and 4-year colleges and universities. We know that many of our students are unsure of their post-graduation plans. We expect that an increased focus on post graduate goals will help our students sharpen their focus on their own individual achievement.

Teachers will meet every Thursday for a minimum of 60 minutes in their assigned professional learning communities. Teachers will be expected to share student data results at each meeting and they will use these results to develop their daily learning targets. Each PLC will maintain a record of all discussions and tasks that they are working on. At least once per month during staff meeting time, PLC leaders will share with the entire staff the focus of their PLC work. Additionally, each PLC will meet once per month with their cross district peers from both Mott and Kettering High Schools to insure curriculum alignment, to establish learning targets, and to share best practice instructional strategies. Our bi-weekly staff meetings will be focused on various elements of our redesign plan. Each staff meeting agenda will include one topic of review from our instructional program. The rationale for this is that improved instructional practice through professional collaboration will lead to better instruction in the classroom and ultimately increased student achievement.

Staff will also be given opportunities during the school day to visit other classrooms in the district to observe highly effective instructional strategies. It is our expectation that each teacher will visit at least one classroom outside the building each semester. Each teacher will be encouraged to visit and observe their peers at Durant at least three times per semester. We will be developing a protocol for these visits that encourages teacher to focus on what they observe as it relates to our instructional program-- in other words, are teachers will be visiting each other to insure that what we say we are doing is actually occurring in the classroom. These visits will be shared at our staff meetings and the instructional strategies implemented in our classrooms. These classroom observations will not be included as a part of our official evaluation system per our district agreement with the local education association.

Our master schedule will be adjusted to ensure that teachers who share the same content area will have a common planning period. This allows for approximately 400 minutes per week for professional collaboration. This alignment will allow teachers to further refine the use of learning targets as well as our other elements of our instructional program which should lead to increased student achievement.

Requirement #9: Provide ongoing mechanisms for engagement of families and community.

Indicator 9A: In your response, describe multiple strategies to engage families in reform efforts.

Indicator 9B: In your response, describe multiple strategies to engage community partners in reform efforts.

Durant will continue to seek ways to further engage our parents in our redesign efforts. We will send regular updates on our efforts through our district electronic information platform: Blackboard Connect. In order to ensure that all parents are receiving information on our school redesign efforts, credit recovery options, scholarships, assessments and more, we do need to establish a database that includes an email address for every parent. We will assist parents in setting up a free email account if necessary. To further engage parents in our redesign efforts, we will regularly keep our parents informed with updates regarding what their child should be doing in terms of at home work through phone texts, phone voice mail, email, U.S. Postal mail, electronic parent portal our cable channel and personal contact with parent on Curriculum Night and at parent teacher conferences. Our District program, Called Everyday Counts, send parents regular updates about the importance of attendance, encouraging all appointments and distractors be scheduled outside of the school day.

In addition to electronic communication, we will continue to mail home important information regarding our reform efforts and even more importantly about individual student progress. With only 200 students in our building, we feel it is important to send hard copies of important documents through the traditional mail system. For example, while our parent conferences are spread evenly throughout the year, they are often very poorly attended. Our most recent parent conference did have better attendance however after staff members contacted families directly and invited them to conferences.

Many of our parents need additional information and practice in how to access their student's grade online as well as how to access other important forms of electronic communication. We will send home helpful tips for parents about the honor roll, how to access grades, important upcoming events, progress toward proficiency targets and more.

The principal will recruit at least three parents to sit on our school improvement committee. This committee will meet quarterly to analyze and discuss student growth as well as to give updates and to solicit suggestions regarding our reform efforts.

We will further engage parents and community members by encouraging them to be a part of our enrichment activities. A number of our parents have careers that require at least some additional learning post high school including, but not limited to trade schools, on the job training, technical colleges, 2- and 4-year colleges and universities, and military training. We will survey our parents and create a database of their skill sets and training. Parents and community members will then be invited to present to small groups of students on their jobs and careers. This will not be a "career day" type of experience, but rather an ongoing opportunity for students to learn about careers and their training/education needed for these careers. It is our expectation that students will be further motivated to reach their learning goals if they have a career goal that is connected to their interests.

We already have a strong relationship with several community partners such as the Waterford Foundation, Waterford Youth Assistance, and Michigan Works (an adult employment agency that exists within our building. We also have a strong relationship with Oakland Schools and the Oakland Township government. We are fortunate to have a partnership with the county as they provide a teen health clinic in our building that meets both the physical and emotional needs of not only Durant students, but students throughout the district.

PART F: PROVIDING OPERATIONAL FLEXIBILITY AND SUSTAINED SUPPORT

Requirement #10: The district is providing the school with operational flexibility for issues such as staffing, calendars, time, and budgeting to implement a comprehensive approach to substantially increase student achievement and increase graduation rate.

Indicator 10A: Describe how Operational Flexibility will be provided to the building in the following areas: staffing, use of time, professional learning, and budget. Also, describe a statement that the priority school improvement team and building leader will determine the school's Title I budget (subject to federal regulations). The district must also complete a signature page, signed by the Superintendent, School Board President, and Union Representative, which certifies that the school has the autonomy required to implement the plan as written (see template on AdvancEd site). Finally the district must upload either an Executed Addendum to the collective bargaining agreement OR a Memorandum of Understanding that commits the Superintendent, School Board President, and Union Representative to negotiate an addendum by August 1, 2014.

Durant High School is not a Title 1 School however, the team has included in its plan funding through 31a. However, if Durant ever becomes a Title I school, we guarantee that the building would have complete operational flexibility with the Title I budget.

The principal/leadership team has significant operational flexibility in terms of hiring staff, removing staff, increasing or redesigning school time, selecting and developing professional learning for teachers in the building based on their student needs. If Durant were to become a Title I school, the principal/leadership team would have significant operational flexibility. There has already been movement on working to secure staff that can address the needs of those students struggling with acquiring reading skills. Since most high school teachers are trained in English instruction, they are not always well-versed in teaching the process of reading. We have already begun looking for opportunities to acquire staff that has those skills and can help our students to close the gap in that area.

Requirement #11: The school and district will ensure that the school receives ongoing, intensive technical assistance and related support from the district, ISD, Michigan Department of Education, or other designated external partners or organizations.

Indicator 11A: In your response, describe how the district plans to access and provide supports for the school.

Indicator 11B: In your response, list the central office contact person responsible for monitoring and supporting the school.

There are two Central Office administrators who will be responsible for monitoring and supporting Durant High School;

Darin Holley, Director of Instructional Data and Technology

Lisa McFee, Assistant Superintendent for Teaching and Learning

Contact has already been made with Oakland Schools, specifically with the School Quality departments. The consultants helped us to review data and determine the need for learning targets and formative assessments. Oakland Schools has provided us with the professional learning opportunities we need for AARI, Learning Targets, formative assessment, feedback and has also helped our instructional coaches to format learning labs to meet the specific needs of Durant High School.

Central Office contacts along with the principal attended the technical assistance conference run by the MDE and have accessed support through the SRO throughout the process thus far. We will attend technical assistance opportunities coming up this winter.

Redesign Plan

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Every other week at a minimum, the central office administrators meet with the building principal and the core building team to review data and progress on development of the plan and to move forward on implementation.

Additional central office administrators are working with staff on the consistent implementation of the school improvement plan, and instruction coaches have been assigned by the District to work with staff at Durant.